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ABSTRACT

Across the nation, colleges are discovering a new group of students: retired learners. Special programs are emerging to meet the unique needs and interests of this mature population. This booklet describes these programs under the generic title, College Centers for Older Learners (CCOLs). CCOLs offer a stimulating college environment for older peer groups without the pressure associated with bureaucratic red tape, tests, and grades. This booklet is designed to raise the awareness of both older learners and college administrators about the opportunities that await a relatively untapped student body of "learned learners." It describes older learners and provides statistics about the geographic location of older persons, their interests and motivation, and information about meeting their needs. It also describes the various types of CCOLs, such as academic, practical, or a mixture of both, and student-run or run by the institution. Program formats are described, with examples given. Tips for launching a CCOL are included for those who may be interested in starting a center. A list of CCOLs by state is included. (KC)

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Program Department

AMERICAN ASSOCIATION OF RETIRED PERSONS

College Centers for Older Learners

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Table of Contents

Foreword	1
Acknowledgements	
Introduction	
Filling the Enrollment Gap	3
The Older Learner	4
Interest and Motivation	
Meeting the Educational Needs of Older Persons	8
College Centers and Their Variations	
Administering the CCOL	10
CCOL Program Formats	12
Feasibility Study for Potential CCOLs	14
Launching a CCOL	19
A National CCOL Network	
CCOLs Around the Country	21

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FOREWORD

The American Association of Retired Persons (AARP) is no stranger to the field of education. Founded by a retired educator, Dr. Ethel Percy Andrus, our Association has its origins in the National Retired Teachers Association. NRTA was organized in 1947 to encourage important reforms for retired educators. In 1958, Dr. Andrus founded AARP so that the work of the NRTA could become available to all older persons.

As the Associations flourished, Dr. Andrus began to focus on the educational needs of older persons. Schools had virtually no programs for older adults. To remedy this void in our educational system, Dr. Andrus founded the Institute of Lifetime Learning in 1963. The Institute pioneered model educational programs throughout the country which proved so successful that local schools began designing their own programs for older adults. As a result, AARP's model programs were dismantled in the mid-1970s and the Institute took on a new role as national advocate for older learners.

The Institute now serves as a clearinghouse for educational programs and information for older adults, and provides technical assistance to institutions. It develops new opportunities for older learners and seeks to enhance existing ones. It is in this vein that this booklet, *College Centers for Older Learners*, has been designed. It is a guide for institutions wishing to develop learning programs; and is meant to serve as an inspiration for today's retirees who want to pursue interests which they now have time to develop.

I hope *College Centers for Older Learners* will be helpful to you. It is an effort by AARP to enhance the quality of life for older Americans.

Cyril F. Brickfield
Executive Director

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INTRODUCTION

"The road to the fountain of youth is paved with books."

Dr. Robert Adamson, Founder
College at 60
Fordham University

Across the nation, colleges and universities are discovering a new cadre of students. These students are different in that they are older, more mature, have broad experience, and usually are sure of their educational objectives. Unwilling to sit passively and merely acquire knowledge, these students seek dialogue, take an active role in the learning process, and apply knowledge and experience gained over a lifetime to new endeavors.

Special programs are emerging to meet the unique needs and interests of these mature learners. Programs are known by a variety of names such as the Institute for Learning in Retirement, Senior Scholars, Association for Retired Professionals or Emeritus College. In this publication these programs will be called by a generic title, College Centers for Older Learners (CCOLs).

CCOLs offer a stimulating college environment for older peer groups without the usual pressure associated with bureaucratic red tape, tests, and grades. These are not degree-granting programs but programs for the sheer joy of learning. Programs often are selected and or taught by the participants themselves. Schools which promote such programs underscore not only an interest in providing educational outlets for the entire community but also an awareness of the significant talents and experiences that older people can bring to a campus.

This booklet is designed to raise the awareness of both older learners and college administrators about opportunities which await a relatively untapped student body of "learned learners." Some examples of and some suggestions for starting CCOLs will be described for those who are interested in launching their own programs. A listing of CCOL programs now operating around the country is included at the end of this booklet. The information in this publication was gathered from a survey conducted by AARP's Institute of Lifetime Learning during 1984 and 1985.

FILLING THE ENROLLMENT GAP

College and university enrollments and degree-seeking applicants have been declining in recent years. The last of the baby-boom generation has completed full-time study. The applicant pool of 18- to 22-years-olds is decreasing, while the older population continues to increase. Each day in the United States, the over-65 population grows by 1,600 or almost 600,000 per year.

Within this rapidly growing population there is an increasing interest in continuing education. Yet to date only minimal attention has been given to this audience by the educational community. Attracting older persons to college campuses will succeed or fail depending on the efforts of the individual institutions. Educational programs need to be promoted and support services are necessary to attract older persons to campus. Many of the successful ECOLs discussed in this booklet who promote their programs have long waiting lists of older people who wish to be enrolled.

If institutions of higher education can take advantage of the demographic shift with innovative learning programs, some of the seats emptied by the baby boomers might be filled by older persons who might otherwise not be present on a college campus. An administrator of a large and successful community college-based center for older learners put it this way:

> The community college is supported by community taxes. When it serves the whole community, and not just a particular age group, it gets community support for taxes. The program also does so much for the rest of the college. Young people mingle with the old. They have lunch together in the cafeteria, strike up a conversation, and the next thing you know, these younger students are dropping into the older adult classes. It is changing the myths about aging.

THE OLDER LEARNER

In America today we are experiencing a later-life demographic revolution. Never before in history have so many men and women reached retirement age in such good physical and mental health. In 1984, the census bureau reported 28 million persons 65 years of age or older. This represents 11.9 percent of the U.S. population, or about one in every eight Americans. This number has increased by 2.3 million or ten percent since 1980, compared to an increase of only four percent for the under-65 population.

Assuming a retirement age of 65, older persons can expect to live an additional 16.8 years. By the year 2000, persons over 65 are expected to represent 13 percent of the population and if current trends prevail, the only population group experiencing significant increases in the next century will be more than 55 years of age.

The combination of modern health care, education, economics, and social services have produced an older generation that is healthy, mentally alert, and that has leisure time to pursue new interests, including academic ones.

Several national surveys have collected information on the educational activities of older adults. The National Council on the Aging (NCOA) in 1981 synthesized the results of surveys since 1969 as follows:

- Older Americans today participate in educational activities in record numbers and in greater proportions than ever before, but not in proportion to the total U.S. adult population.*
- Only five percent of the older population took a course or was enrolled in an educational institution, but this is a marked increase from two percent in 1974.**

* NCOA and Louis Harris, *Aging in the Eighties: Americans in Transition*, 1981; and the National Center for Education Statistics (NCES), *Participation in Adult Education*, 1981.

** *Aging in the Eighties*, 1981; NCOA and Louis Harris, *Myths and Reality of Aging in America*, 1974.

If higher education institutions can take advantage of the demographic shift with innovative learning programs, some of the seats emptied by the baby boomers might be filled by older persons.

The 1981 survey by the Office of Educational Research and Improvement reveals that:

- While people 55 and over comprise 11 percent of the total adult population, they contitute only 3.1 percent of those who participate in educational activities.
- Older-adult participation in education increased from 2.4 percent in 1978 to 3.1 percent in 1981, or from 551,000 to 768,000 persons. This is the highest number and proportion of older people involved in adult education ever recorded.*

* Office of Educational Research and Improvement (formerly NCES), *Participation in Adult Education*, 1981.

Age seems to be a major factor in adult education, with those in the 65 to 69 age bracket being most likely to participate in educational experiences. There is also a strong relationship between educational level attained in earlier years and participation in adult education.[7]

Census figures in 1980 indicate that the median of school years completed for people 65 and more was 9.7 years. The census bureau also projects that by 1990, the figure will increase by more than two years.[8] Thus, succeeding older people will have more years of formal schooling. Since formal school is a significant predictor of adult education participation, future generations of older persons will be more likely to engage in educational activities.

[7] NCES, NCOA, Harris Surveys

[8] Current Population Reports, U.S. Bureau of the Census, 1980

Geographic Distribution 65+ Population

- In 1984, about half (49%) of persons 65+ lived in eight states. California and New York had over 2 million each, and Florida, Illinois, Michigan, Ohio, Pennsylvania, and Texas each had over 1 million.
- Persons 65+ constituted 13.0% or more of the total population in twelve states in 1984 (see accompanying chart). Florida (17.6%); Arkansas, Rhode Island, Iowa, and Pennsylvania (14.0% to 14.9%); and Missouri, South Dakota, Massachusetts, Nebraska, Kansas, Maine, and West Virginia (13.0% to 13.9%).
- In eleven states, the 65+ population increased by more than 14.0% between 1980 and 1984: Alaska (33%); Nevada (32%); Hawaii (23%); Arizona (22%); Utah and New Mexico (17% each); South Carolina and Idaho (15% each); and Florida, North Carolina, and Washington (14% each).
- Persons 65+ were slightly less likely to live in metropolitan areas in 1980 than younger persons (71% of the elderly, 75% of persons under 65). About 32% of older persons lived in central cities, and 39% lived in suburbs.
- The elderly are less likely to change residence than other age groups. In 1980, only 23% of persons 65+ had moved since 1975 (compared to 48% of persons under 65). The majority had moved to another home in the same state.
- In 1980, over 1.1 million persons 65+ had moved to a different state since 1975. Of these, over two-thirds (42%) had moved from the Northeast or Midwest region to the South or West (compared to 27% for younger persons) and one-fourth (25%) had moved to Florida (8% for younger persons).

Adapted from *A Profile of Older Americans: 1985*, American Association of Retired Persons, 1985

The 65+ Population by State: 1984

State	Number (000's) 1984	Percent of all Ages 1984	Percent increase 1980-84	Percent Below Poverty Level 1979*
U.S. Total	26,040	11.4	9.7	14.6

people include private community organizations (26.6 percent); employers, business, and industry (16.5); government agencies (12.8); and labor and professional associations (3.7).

Personal interest is by far the main reason given by older persons for participation in educational activities (65.5 percent of the 1981 NCES group and 69 percent of the 1981 Harris sample).

Increasing proportions of older people are now taking courses to acquire job skills. The NCES data show that one-quarter of all elderly learners gave job-related reasons as the major reason for taking a course, an increase of 3.5 percent from 1975. The NCOA Harris data show that among those 65 and over there has been an increase from 6 percent to 17 percent since 1974. (In the 55- to 64-year-old group, the number jumped from 24 percent to 56 percent.)

The main reasons given in the 1974 NCOA Harris survey for *not* taking courses or not enrolling in an educational institution were lack of interest (45 percent), too old (27), poor health (22), or not enough time (13).

MEETING EDUCATIONAL NEEDS OF OLDER PERSONS

Retirement can be one of life's greatest adjustments. Many people are unprepared for the free time awaiting them after decades of productive, work-oriented lives. Their valuable potential is often overlooked by society and to a certain degree by themselves.

Mental stimulation is as important as physical exercise. Intellectual and creative pursuits generate a sense of accomplishment and encourage self-esteem. Research indicates that people continuously learn throughout life, building on life experiences as well as accumulated knowledge. Learning and performance continue at a high level for most older adults and learning remains constant until at least age 70.

As important as exercise is for the body, mental stimulation and creative pursuits generate a sense of accomplishment and contribute to health and well-being.

Older people form a distinct subgroup in terms of educational needs and interests, however. There is a wider gap between the learning interests of young and old than between elderly rich and poor, men and women, black and white, or rural and urban residents. Adult learners have their own agendas and want the most direct route to obtaining specific knowledge. Since regular college curriculums are oriented toward — degree-seeking, career-minded younger students, their mandatory courses often hold no interest for the mature learner. Most older adults do not seek degrees, but rather particular courses which are directly applicable to their interests and needs. To attract older learners, courses also must be relevant to their circumstances and life goals.

COOLs offer older people a setting in which to develop new talents and pursue new interests. These programs encourage participants to continue making valuable contributions in their communities as educational resource people, instructors, counselors, volunteers, or to develop a second career. Tremendous self-satisfaction is generated from sharing experiences with other learners and of completing educational objectives whether it be unfinished business from earlier in life or new challenges recently set.

One retired nursing professor explains her involvement both as a teacher and student in a COOL:

> I never read Joyce, Faulkner, Hemingway. I didn't have time — and I didn't want to give up my teaching. My teaching was me. There is a certain loss of prestige with retirement. Teaching a group of 20 lively, intelligent adults is an opportunity to meet outstanding role models who are aging with dignity and love. Each comes with his own agenda. The program has made me feel as if the next 20 years can be terribly productive and exciting.

COLLEGE CENTERS AND THEIR VARIATIONS

A college center generally is a new continuing education program specifically for older adults interested in educational, cultural, and social opportunities in the company of their peers at a college or university.

Students participate in short courses, discussion groups, seminars, or other learning activities. Subjects may be academic — from literature to world politics — or they may be "hands-on" classes in painting, weaving, or computer science. Some programs focus on topics of special interest to older people such as retirement planning, fitness after 50, or understanding Medicare.

COOLs offer the mental stimulation, educational resources, and social opportunities usually associated with

college life without the aspects of typical college programs that sometimes make them unappealing to retirement-age people. Some of the characteristics typical of CCOLs are that:

- There are no prescribed curriculums or mandatory courses. Programs allow participants to determine individual educational goals.
- There are no grades or examinations, and therefore little or no competition exists. Participants become involved merely for the joy of learning.
- Activities are designed specifically to meet the needs and interests of older people.
- Programs take into account the flexible time schedules many retirees prefer, allowing for a vibrant, varied lifestyle.
- Participants share classes and activities with people in their age group. Although older people do well with younger students, their interests, experiences, and educational goals may be radically different.
- Participation may include the use of other college facilities such as the library, swimming pool, recreational facilities, bookstore, or cafeteria, and campus events such as lectures, concerts, films, and sports.
- Teachers or discussion leaders may be retired faculty, community resource people, graduate teaching fellows, or students in the program. Teachers are often volunteers.
- Just as social life is a major part of the college experience for young adults, so it is for older learners. As one program director says, "It is an educational community, with the emphasis on community. The bonding process is very important. Students get to know one another and those outside their own classes. For a retiree whose social opportunities have been drastically reduced, the social side of the program can be very important. Activities might include luncheons, coffee hours, museum excursions, concerts, or tours. In many programs, students are encouraged to take the lead in developing social activities."
- Fees for older-learner courses range from being free to existing scores of hundred dollars per semester, depending on the program.

ADMINISTERING THE CCOL

There are several ways to administer this type of program, but the two most common methods are either planned and implemented exclusively by older persons, or they are designed and managed by the institution.

Student-directed Programs

Some of the most successful programs involve older learners in academic decisions. This model most closely resembles the fundamental principles of adult education: that is, adults are in control of their own education and therefore have a voice in the process. For older people who may feel that their needs or desires are unimportant, the student-directed college center can open new avenues of involvement.

The model used by many schools for this arrangement is the Institute for Retired Professionals (IRP) at the New School for Social Research in New York City. IRP was founded by a group of interested retirees with the university's endorsement in 1962 and was the first of its kind in the nation. IRP members themselves determine courses to be taught and locate teachers from within their own student body.

Programs following this model usually share one or more of the following characteristics:

- Participants pay a membership fee each semester or year. Some sponsoring institutions incur little or no expense other than for space and utilities. These programs can become self-supporting.
- The membership fee covers as few or as many courses as a student wishes to take.
- Through a committee structure, students decide on program format, activities, and courses to be offered.
- Instructors are drawn from the student body, based on individual expertise. Retired professionals from all walks of life discover new opportunities for fulfilling second careers as educators.

CCOLs offer a stimulating college environment for older peer groups without the pressure of bureaucratic red tape, tests, or grades.

School-directed Programs

Some programs are planned by the continuing education department of the school. Their success is keyed to some student involvement in program planning, such as polling potential students to determine course offerings. The Free University for Senior Citizens, Virginia Commonwealth University (Richmond) is operated this way. Programs which are institutionally directed generally have these characteristics:

- Most courses are taught by paid instructors.
- Courses are funded by the school, by an outside grant and fee structure low or waived, and
- Courses are scheduled to fit [illegible] time slots.

CCOL PROGRAM FORMATS

Retirement learning centers fall into three categories: (1) those that are academic in nature; (2) those with a practical orientation; and (3) those incorporating both elements.

Academic Programs

Academically oriented programs generally attract students with at least some college education although that is rarely a requirement. One program reports that 20 to 30 percent of its participants never attended college, and that educational levels range from high school graduates to Fulbright scholars. Other programs are geared specifically for retired professionals, with a committee reviewing prospective students' applications and determining the "fit" of an applicant. Yet many programs require no formal application.

The objective for students is continued intellectual stimulation, and often they pursue topics that they have not had the opportunity to explore earlier in life. One participant explains it this way: "To me, retirement means freedom. The program gives me the freedom to explore new fields that I had no time for during my career, without the pressure of grades or exams."

Physical fitness programs are popular.

Course subjects vary as much as the people they attract, ranging from Chinese history, culture and music, economics, the nuclear freeze, to great women in history. The focus is on academic subjects, although some programs may offer creative and skill-building classes such as photography, creative writing, or public speaking. Films, forums, concerts, and arts programs are often included in the package to attract students to a well-rounded program.

Typically, several courses or seminars run concurrently during daytime hours. Some programs offer a

many as 80 courses per semester. Some successful examples of academically oriented programs are:

- University of Delaware's Academy of Lifelong Learning Newark, Delaware;
- American University's Institute for Learning in Retirement Washington, DC; and
- Duke University's Institute for Learning in Retirement Durham, North Carolina.

Still other CCOLs do not have a formal course outline but arrange informal group discussions on topics of interest led by a retired professor or group member. Retired Associates of Portland State University (Oregon) operates in this fashion.

Practical Technical Programs

Other programs attract older learners with practical, technical, and recreational course offerings. Students who are attracted to these programs come from a more diverse educational background than those who are attracted to academic programs, from those with advanced degrees to those with very little formal schooling. These programs often have a dramatic impact on enrollees who have had limited schooling since they seem to bloom in a friendly, non-threatening environment. These students often develop a new appreciation for schools and become enthusiastic advocates for education.

Programs often cover a wide range that might include such diverse topics as: retirement planning, fitness and health, motel management, starting a small business, professional skills development, estate planning personal money management, arts and crafts, creative writing, history and literature, small appliance repair, auto repair, and cooking courses. This type of program is sometimes jointly sponsored with a local or area office on aging, a senior center or other human service agency, and occasionally receives some funding from them. Classes are sometimes held off campus in senior centers or recreation halls where older persons congregate.

Exemplary programs with a focus on practical topics are:

- Institute of Lifetime Learning Valencia College Orlando, Florida; and
- Mainstream -- The Retirement Institute Westchester Community College Valhalla, New York.

Programs with a Combined Orientation

Some programs combine both academic and practical disciplines to reach a wider audience of older adults. Examples of this model are:

- The Elder's Campus Cuyahoga Community College Warrensville Township, Ohio;
- Senior Adult Program Phoenix College Phoenix, Arizona; and
- Institute for Senior Education (ISE) Rockland Community College Suffern, New York.

ISE combines practical and recreational courses with informal independent study circles which meet weekly to discuss academic topics such as economic issues, environmental problems, and world affairs.

FEASIBILITY STUDY FOR POTENTIAL CCOLs

If your school or organization is interested in the possibility of starting a college center for older learners, begin with a feasibility study. Funding, space, staff, instructors, and other expenses must all be considered.

A feasibility study might be formal and detailed, involving a specially appointed committee to gather and analyze data, or it might be an informal poll of relevant people and organizations who would consider community needs and demographics. Service agencies and community groups are excellent indicators of area needs. Answers to the questions below will help determine whether the program has a reasonable chance of success.

- How many retirement-aged people live in the service area?
- How many retirement-aged people might participate?
- Have people expressed an interest?
- What educational programs currently exist?
- Are there available people to develop and direct older-learner programs?
- Are there facilities to house a CCOL program?
- Are facilities near public transportation?
- Will the facilities offer easy access to parking and classes for older people?
- Are there places for the group to congregate for activities outside of classes?
- Will teachers or volunteers be paid? Will they be professional educators or lay persons?
- Will participants help with administrative duties such as course planning and identification of course leaders?
- Will the program pay for itself through tuition fees, cosponsorship grants, or other methods?
- Is there interest in sponsoring or housing a CCOL program in a local college university?
- Is the school which eventually might host or sponsor the course enthusiastic?

LAUNCHING A CCOL

Steering committees play an important function in making fundamental decisions and plans that set the direction of the CCOL. It is important to select key persons from the community to serve in this role. One successful method of recruitment has been to gather community leaders together at a breakfast or luncheon to discuss CCOLs and to identify potential leaders. This is also a method of getting broad community support early in the process of development.

The steering committee should be in part comprised of older people who want to become program participants. Committee membership should also include school administration staff as well as professionals in the field of gerontology. Once a committee is formed, it will need to address a number of issues. The following are some areas for consideration.

Audience

The audience will determine many program decisions. The overall educational level of the target group will affect the type and level of courses to be offered, how likely the group is to come onto a college campus, and, what role participants will feel comfortable assuming in the program as group leaders, committee members, or students. An important first step is to determine if the potential participants will be citizens-at-large, or retired professionals only. Will it be designed to include ethnic or low-income groups? The answers will shape the direction of the learning center.

Peer teaching is frequently used and many programs recruit all instructors from their own student bodies.

Once this determination is made, a written statement of the program's purpose and educational philosophy will guide further development. AARP's survey indicates the most successful and meaningful CCOLs are those in which older students, rather than school administrators, decide what they want from the learning experience and take an active role in bringing about that kind of experience.

Financing Programs

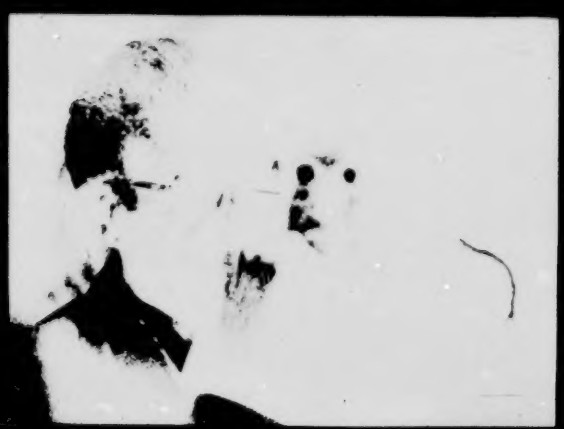
Financing can be handled in a variety of ways but generally CCOL programs are launched with "start-up" funds provided by the host institution and then are perpetuated by participant enrollment fees. Some start-up funding also has come from grants or agencies which serve older persons. Student enrollment fees should be carefully thought out initially since fees may be difficult to significantly increase once established.

Participant fees can be collected in many ways. Semester fees are similar to annual fees and they allow flexibility for members who plan to be away for extended periods during the course of the year. Enrollments appear to increase in the spring semester in many CCOLs.

A course-by-course fee structure allows participants to pay only for the course(s) in which they enroll. While this allows great flexibility, it may not foster the same sense of "ownership" or commitment to the program. There is often a one-time registration fee included in such a program.

Some have no fees. There are a few programs that receive special funding from outside sources to cover fees, but to date these are not common.

Some of the most successful programs involve the older learner in academic decisions.



Potential Budget Needs

Budget needs will vary depending on the amount of voluntary assistance contributed to the program. The following are items which need to be considered as potential budget requirements.

Staffing:	Director: Most schools have found that the director must be full-time, either as a volunteer or as a paid staff member. Administrative assistant: Optional. Secretary: Full-time or part-time, either paid or volunteer.
Faculty:	Usually part-time, either paid or volunteer.
Office equipment and supplies:	Sometimes these can be donated by cosponsors or the host institution.
Audio-visual equipment:	Sometimes the host institution will make such equipment available.
Special programs:	Performing arts groups, visiting lecturers, and concerts make for a well-rounded program that will continue to attract new students. CCOLs sometimes can obtain student discounts for special programs sponsored by the host institution.
Classroom and building rental:	The college or university may require the CCOL to rent facilities.
Printing:	For course catalogues, brochures, and newsletters.

Since social activities are optional and usually are planned by the membership, budgets need not include these events. Social functions can be arranged on an event-by-event basis, with older students managing ticket sales and all arrangements.

Student Enrollment

Enrollment may be open to anyone or may be on approval of an application the potential student submits. Some academic programs have been so popular that potential new members are wait-listed. To accommodate this problem, some CCOL program participants have designed screening mechanisms which determine which potential new members might make the greatest contribution to the program.

Program Format and Scheduling

Generally classes meet on a weekly basis and are scheduled for a quarter or semester. However, there is usually flexibility built into scheduling to allow for shorter courses or workshops. The number of classes offered depends largely on expressed needs of members, classroom space available, and availability of instructors. Some programs offer one weekly discussion group; others offer 80 or more classes per semester, five days a week, with five or six courses offered per day.

Some CCOLs prefer discussion groups and seminars that encourage more dialogue than does the traditional lecture approach. In these groups, the course leader's role is more of a learning facilitator than an instructor.

Group Leaders

Curriculum committees made up of group members have been vital elements of successful CCOLs. They determine what courses should be offered and locate appropriate instructors. These committees often are responsible for developing evaluation tools to monitor the success of each class and instructor. This is very important since group participants will only enroll in classes which interest them and they will not stay in classes if they do not like the instructor.

Program instructors can be located in a variety of ways, either from retired faculty, the group itself, graduate teaching fellows, or resource people from the community. Finding good instructors can be a dilemma particularly in programs that are unable to pay the teaching staff. Some programs have solved this problem by offering free or reduced tuition to members that are willing to assume teaching responsibilities. Peer teaching is common in CCOLs and frequently all instructors are

recruited from the student body. The University of Delaware's Academy for Lifelong Learning is an example. There are more than 700 members in this program with about 70 serving as teachers. When instructors are volunteers, it is important to recognize their service. Certificates of appreciation, annual recognition events, and news features in local papers or television programs are important.

Student Volunteer Involvement

Although some students are quite willing to become involved in planning or teaching, they still have limits. Going to school is likely to be only one of many interests. Volunteer participation works best in any situation when duties are clearly spelled out within a specific framework. Volunteers prefer a defined assignment, such as "Serve on a registration committee from April 1 through May 30." Or, "Come into the center from 9 a.m. to 1 p.m. once a week during registration and take applications from registrants." Students are also more likely to feel more committed to the program if it is built on volunteer involvement from its inception. Once a student expectation for the program has been set, it may be more difficult to change the expectation and recruit volunteers later on.

Staff

The typical staff of many programs is one full-time administrator director, perhaps a full- or part-time executive secretary or administrative assistant, plus another full- or part-time secretary. Often these positions are filled by program participants. If the program is administered by the continuing education department of the institution, other staff may be available to work on the CCOL, although most programs seem to operate exclusively on a two- or three-person staff. The presence of a paid, full-time director appears to be essential for a well-run program.

Facilities

Space is a major consideration when determining the number of classes to offer. It is also important to have an area where participants can congregate for larger group activities outside of class as well as for special class programs that could bring together all the enrolled participants at one time.

Physical limitations of some older people also must be considered when seeking facilities. Public transportation and parking should be located near the classrooms. Rooms must be accessible to those unable to climb stairs, and rooms should provide optimum conditions for accommodating the hearing and vision impaired. Beware of extreme room temperatures.

Participants share classes and activities with people in their age group.

Promotion and Publicity

Word-of-mouth can be sufficient publicity for popular, well-established programs. Some programs that do not advertise still have waiting lists due to space limitations. Some promotion, however, is necessary to launch most new programs, but it need not be a costly proposition.

An older learner with a journalism background or with public relations experience is a likely candidate to be the publicity director. This individual can arrange for media coverage when the center opens, and any other items of note can be disseminated through news releases and personal contact with the media.

CHECKLIST FOR A SUCCESSFUL CCOL

Your organization can use this checklist to make its program a success. Does your organization have:

- The commitment and support of the institution's administration?
- The enthusiasm of potential participants?
- A classroom facility with adequate parking near public transportation?
- Someone willing to assume the responsibilities of full-time director and backup support staff?
- Ample participants who would be willing to act as volunteer leaders or instructors?
- A volunteer willing to assume public relations activities?
- Potential new memberships to keep the program vital and growing?
- Avenues for social activities among members?
- Ways to reward volunteer efforts?
- Plans for student involvement in decision making?

Sending announcements to the local newspaper or to local civic and religious groups, businesses, and other organizations serving older adults can be a successful way to enroll new students in the center's program, especially at the start of each session. Some institutions may be willing to offer promotion through their own catalogues and public relations office.

A CCOL program description and current schedule included as a section of the continuing education program catalogue, is good advertisement. If the program uses brochures, they should include a tear-out to request further information and or an application form.

The presence of a paid, full-time director seems to be essential for a well-run program.

A NATIONAL CCOL NETWORK

A group of CCOLs recently has been collaborating to present national conferences on organizing college-level educational programs for retired people. The Academy of Lifelong Learning at the University of Delaware in Wilmington hosted these conferences in 1984 and 1985. In 1986 the conference will be held at American University in Washington, DC. In the past most of the conference participants have been continuing education professionals. But attracting actual CCOL students will ensure a number of informed advocates for such programs at more colleges and universities.

Consulting with other centers, such as those listed in this publication, will provide your organization assistance in course planning and administration. The Institute of Lifetime Learning, a continuing education service of the American Association of Retired Persons Program Department, is eager to support the growth and development of other CCOLs around the country and to serve as a CCOL Clearinghouse. In order to keep this Clearinghouse current, the Institute wishes to be informed as new CCOL programs are launched. Information should be sent to:

American Association of Retired Persons
Institute of Lifetime Learning
1909 K Street, N.W.
Washington, DC 20049
(202) 662-4895

CCOLs AROUND THE COUNTRY

The following list was prepared from a study conducted by the Institute in 1984 and 1985. Programs are listed by states and are described as having an academic emphasis, practical emphasis, or a combination of academic and practical.

The fourth category of "other" includes CCOLs which were not part of the original survey.

College Centers For Older Learners A State-by-State Listing

	ACADEMIC	PRACTICAL	COMBINATION	OTHER
ALABAMA				
Prime Life Program Athens State College Athens, AL 35611 (205) 232-1802		X		
Senior University Auburn University at Montgomery Atlanta Highway Montgomery, AL 36193 (205) 262-2855 1-800-392-8051			X	
ALASKA				
Tanana Valley Community College 4280 Geist Road Fairbanks, AK 99701 (907) 456-8822			X	
ARIZONA				
Senior Adult Program Phoenix College 1202 W. Thomas Road Phoenix, AZ 85013 (602) 264-2192			X	
Senior Education Program Pima Community College 200 North Stone Avenue Tucson, AZ 85701			X	
CALIFORNIA				
Modesto Junior College College Avenue Modesto, CA 95350-0977 (209) 575-6067			X	

	ACADEMIC	PRACTICAL	COMBINATION	OTHER
CALIFORNIA				
College of the Emeriti San Diego Community College 1400 Park Boulevard San Diego, CA 92101 (619) 230-2445				
Educational Growth Opportunities San Diego State University San Diego, CA 92182 (619) 265-5384				
Santa Monica Community College 1900 Pico Boulevard Santa Monica, CA 90405 (213) 450-5150				
Plato Society University of California at Los Angeles Extension Division 10995 LeConte Avenue Los Angeles, CA 90024	X			
Institute for Continued Learning University of California at San Diego University Extension (0-01) La Jolla, CA 92093 (714) 452-3409	X			
Center for Learning in Retirement University of California at San Francisco Extension Center 55 Laguna Street San Francisco, CA 94102 (415) 863-4518				
The Fromm Institute for Lifelong Learning University of San Francisco 2130 Fulton Street San Francisco, CA 94117 (415) 666-6805	X			
COLORADO				
Learning Throughout Life Aims Community College P.O. Box 69 Greeley, CO 80632 (303) 330-8008				
Emeritus College Arapahoe Community College 5900 S. Santa Fe Drive Littleton, CO 80120 (303) 797-5621				

COLORADO

Lifelong Learning Center
Pueblo Community College
900 W. Orman
Pueblo, CO 81004
(303) 549-3372

CONNECTICUT

University of The Third Age
Asnuntuck Community College
P.O. Box 68
170 Elm Street
Enfield, CT 06082
(203) 745-1663 ext. 60

Retired Professional Institute
Fairfield University
North Benson Road
Fairfield, CT 06430
(203) 255-5411

Community Interest Program
Saint Joseph College
1678 Asylum Avenue
West Hartford, CT 06117
(203) 232-4571

DELAWARE

Graying of the Campus Education
for Older Adults
Delaware State College
Center for Continuing Education
Dover, DE 19901
(302) 736-5143

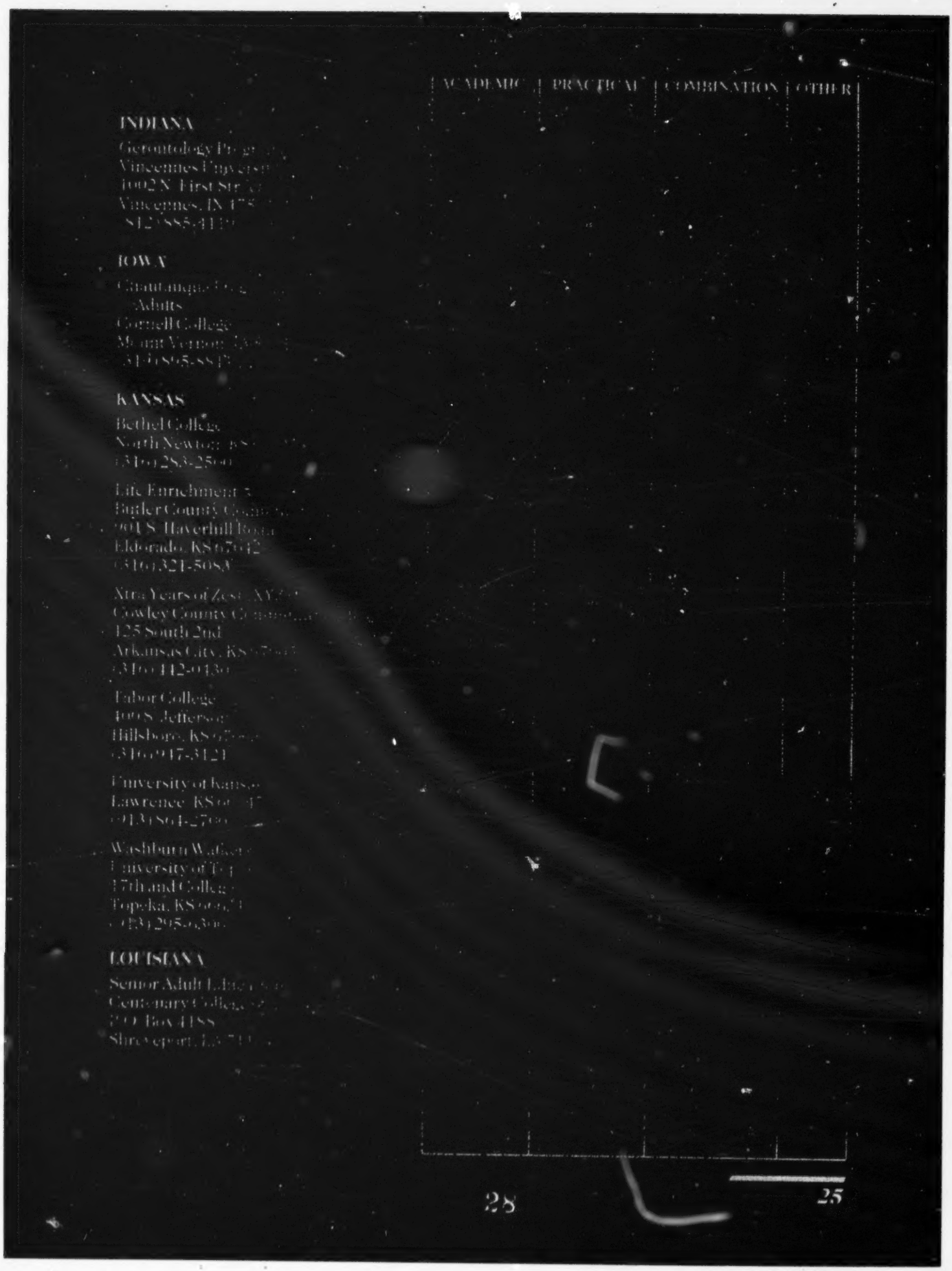
Academy of Lifelong Learning
University of Delaware
Wilcastle Center
2800 Pennsylvania Avenue
Wilmington, DE 19806
(302) 738-8154

DISTRICT OF COLUMBIA

Institute for Learning in
Retirement
The American University
Nebraska Hall
4400 Massachusetts Avenue, N.W.
Washington, DC 20016
(202) 885-3920

Continuing Education for Older
Adults Program
University of the District of
Columbia
Institute of Gerontology
Room 114
4100 Harvard Street, N.W.
Washington, DC 20009

	ACADEMIC	PRACTICAL	COMBINATION	OTHER
FLORIDA				
Academy of Senior Professionals Eckerd College P.O. Box 12560 St. Petersburg, FL 33733 (813) 866-2671				
Manatee Community College 5840 26th Street West P.O. Box 1849 Bradenton, FL 33507 (813) 755-1511 ext. 276				
Institute for Retired Professionals (IRP) Nova University 3301 College Avenue Fort Lauderdale, FL 33314 (305) 475-7336				
The Institute of New Directions Palm Beach Junior College 1200 Congress Avenue Lake Worth, FL 33461 (305) 439-8106				
PJC Seniors Club Pensacola Junior College 1000 College Boulevard Pensacola, FL 32504 (904) 476-5410 ext. 1778				
Institute of Lifetime Learning Valencia Community College P.O. Box 3028 Orlando, FL 32802 (305) 299-5000 ext. 358				
ILLINOIS				
Lifelong Learners Club Parkland College 2400 West Bradley Avenue Champaign, IL 61821 (217) 351-2200 ext. 340				
Institute of Lifetime Learning Southern Illinois University Edwardsville Box 84 University at Edwardsville Edwardsville, IL 62026 (618) 692-3240				



INDIANA

Gerontology Pro
Vincennes Univers
1002 N. First Str
Vincennes, IN 47
812/885-4112

IOWA

Grandmagic
Adults
Cornell College
Mount Vernon, IA
319/895-8812

KANSAS

Bethel College
North Newton, KS
316/283-2500

Life Enrichment
Butler County Com
901 S. Haverhill Roa
Eldorado, KS 67042
316/321-5083

Xtra Years of Zest
Cowley County Commu
125 South 2nd
Arkansas City, KS
316/442-0430

Labor College
400 S. Jefferson
Hillsboro, KS
316/947-3121

University of Kans
Lawrence, KS
913/864-2700

Washburn Walker
University of To
17th and College
Topeka, KS 66621
913/295-6300

LOUISIANA

Senior Adult Educ
Centenary College
P.O. Box 41188
Shreveport, LA 71

	ACADEMIC	PRACTICAL	COMBINATION	OTHER
MARYLAND				
LIFE Anne Arundel Community College 101 College Parkway Arnold, MD 21012 (301) 269-4561				
Johns Hopkins University Charles and 34th Street Baltimore, MD 21218 (301) 338-8000				
Institute for Retired Persons Salisbury State College College and Camden Avenues Salisbury, MD 21801 (301) 543-6170				
MASSACHUSETTS				
Seniors for Lifelong Learning Curry College Milton, MA 02186				
Harvard University Lehman Hall, B-3 Cambridge, MA 02138 (617) 495-1000				
Lifelong Learning Northern Essex Community College 100 Elliott Street Haverhill, MA 01830 (617) 374-0721 ext. 199				
MICHIGAN				
Emeritus Institute Aquinas College 1607 Robinson Road Grand Rapids, MI 49506 (616) 459-8281				
NEW HAMPSHIRE				
Active Retired Associates University of New Hampshire Durham, NH 03824 (603) 862-1088				
NEW JERSEY				
Educational Program for Retired Persons Fairleigh Dickinson University 285 Madison Avenue Madison, NJ 07940				

	ACADEMIC	PRACTICAL	COMBINATION	OTHER

NEW JERSEY

Montclair State College
Upper Montclair, NJ 07043
(201) 893-4000

NEW YORK

Adelphi University
Garden City, NY 11530
(516) 294-8700

Institute for Retired
Professionals and Executives
Brooklyn College of the City
of New York
Bedford Avenue and Avenue H
Brooklyn, NY 11210
(718) 780-5044

College Emeritus
College of Mount Saint Vincent
Riverdale, NY 10471
(212) 549-1120

College at 60
Fordham University at Lincoln
Center
113 West 60th Street, Rm. 809
New York, NY 10023
(212) 841-5331

Professionals and Executives
in Retirement (PEIR)
Hofstra University
Rm 018 Weller Hall
1000 Hempstead Turnpike
Hempstead, NY 11550
(516) 560-6711

My Turn Program
Kingsborough Community College
Oriental Boulevard
Brooklyn, NY 11235
(718) 934-5059

Learning in Retirement
Nazareth College of Rochester
4245 East Avenue
Rochester, NY 14610
(716) 586-2525 ext. 390

Institute for Retired Professionals
New School for Social Research
66 W. 12th Street
New York, NY 10011
(212) 741-5682

	ACADEMIC	PRACTICAL	COMBINATION	OTHER
NEW YORK				
Institute of Study for Older Adults New York City Technical College Division of Continuing Education 300 Jay Street Brooklyn, NY 11201 (718) 643-4900				X
Active Retired Center Pace University 1 Pace Plaza New York, NY 10038 (212) 488-1288				
Institute for Senior Education Rockland Community College 145 College Road Suffern, NY 10901 (914) 356-4650				
Studies for Mature Adults Skidmore College Saratoga Springs, NY 12866 (518) 584-5000				
Institute for Retired Professionals (IRP) Syracuse University Syracuse, NY 13202 (315) 423-3250	X			
Mainstream, The Retirement Institute Westchester Community College 75 Grasslands Road Valhalla, NY 10595 (914) 285-6793				
NORTH CAROLINA				
Bennett College 900 East Washington Street Greensboro, NC 27401-3239 (919) 273-4431				
Duke Institute for Learning in Retirement Duke University Office of Continuing Education The Bishop's House Durham, NC 27708 (919) 684-6259				
Saturday School for Senior Citizens Durham Technical Institute Contact: Orange County Department on Aging 410 Caldwell Street Chapel Hill, NC 27514 (919) 968-4478				

	ACADEMIC	PRACTICAL	COMBINATION	OTHER
NORTH CAROLINA				
Learning Institute for Elders (LIFE) Mars Hill College Mars Hill, NC 28754 (704) 689-1166	X			
Village Elders University of North Carolina at Chapel Hill Chapel Hill, NC 27514 (919) 962-2211	X			
(Program under Development) University of North Carolina at Greensboro 1000 Spring Garden Street Greensboro, NC 27412 (919) 379-5930				
OHIO				
Case Western Reserve University University Circle Cleveland, OH 44106 (216) 368-2000				X
Elders Program Cuyahoga Community College 4250 Richmond Road Warrensville Township, OH 44122 (216) 469-9359				
Ohio State University Columbus, OH 43210-1358 (614) 422-6446				X
OREGON				
Retired Association of Portland State University Portland State University P.O. Box 751 Portland, OR 92707 (503) 229-4739				
PENNSYLVANIA				
Community Scholars Program Beaver College Glenside, PA 19038 (215) 572-2122				
Institute for Learning in Retirement Cedar Crest College Allentown, PA 18104 (215) 437-4471				

	ACADEMIC	PRACTICAL	COMBINATION	OTHER
PENNSYLVANIA				
Keystone Junior College La Plume, PA 18440 (717) 945-5141				X
Late Start Program Northampton County Area Community College 2345 Oakland Road Bethlehem, PA 18017 (215) 861-5500				
Association for Retired Professionals Temple University Center City 1616 Walnut Street Philadelphia, PA 19103 (215) 787-1505				
RHODE ISLAND				
Brown University Providence, RI 02912 (401) 863-1000				X
TEXAS				
Lifetime Learning Institute Austin Community College P.O. Box 2285 Austin, TX 78749				
Adult Life and Learning Brazosport College 500 College Drive Lake Jackson, TX 77566 (409) 265-6131				
Senior Citizens Education Program Del Mar College Baldwin at Ahers Corpus Christi, TX 78404 (512) 881-6326				
Center for Professional Development East Texas State University at Texarkana P.O. Box 5518 Texarkana, TX 75505 (214) 838-6514				
Senior Avocational Vocational Education Programs (S.A.V.E.) Grayson County College 6101 Grayson Drive Denison, TX 75020 (214) 465-6030 ext. 258				

	ACADEMIC	PRACTICAL	COMBINATION	OTHER
Houston Institute for Lifetime Learning Houston Community College Suite 112 3333 Fannin Houston, TX 77004			X	
Senior Adult Institute Lee College Baytown, TX 77520 (713)425-6302			X	
VIRGINIA				
Elderscholar Roanoke College Salem, VA 24153 (703)389-2351			X	
Free University for Senior Citizens Virginia Commonwealth Free University 301 W. Franklin Street Richmond, VA 23220 (804)786-0342				
New Dimensions Virginia Polytechnic Institute & State University Blacksburg, VA 24061 (703)961-6267				
WASHINGTON				
Focus on Mature Learning Clark College 1800 E. McLouglin Boulevard Vancouver, WA 98663 (206)699-0358				
Institute for Extended Learning Spokane Falls Community College W. 3410 Ft. George Wright Drive Spokane, WA 99204-5288 (509)459-3762				
WISCONSIN				
Guild for Learning in Retirement University of Wisconsin-Milwaukee P.O. Box 749 – Office of the Registrar Milwaukee, WI 53201 (414)963-7800	X			

AARP

The American Association of Retired Persons (AARP) is the nation's largest organization of older Americans with a membership exceeding 22 million. A nonprofit, nonpartisan organization, AARP serves its members through legislative representation, educational and community service programs, and direct membership benefits.

Institute of Lifetime Learning

The Institute of Lifetime Learning is one of the educational services of AARP's Program Department. The Institute serves as a resource center and national clearinghouse on continuing education for older persons. It publishes educational resource materials for older persons and offers free study materials in print, audio, and video formats for individual or group use. It conducts surveys, initiates workshops, and provides technical help to organizations and institutions interested in developing educational programs for older learners. For more information contact:

Institute of Lifetime Learning
AARP
Program Department
1909 K Street, N.W.
Washington, DC 20049

American Association of Retired Persons

1909 K Street, N.W.
Washington, DC 20049